

# **Special Education Improvement Planning**

**Administrators' Conference  
July 20-22, 2015**



**NORTH DAKOTA DEPARTMENT OF  
PUBLIC INSTRUCTION**

# State Systemic Improvement Plan (SSIP)

- **State Improvement Planning Process**
  - 18+ months
  - Large number of stakeholders involved
  - Analyzed Data & Infrastructure
  - Recommendations for focus area, infrastructure/capacity building, strategies

# Focus Area

- ▶ Improve services to students identified with the following needs:
  - ▶ Behavioral
  - ▶ Social/Emotional
  - ▶ Social Communication
  - ▶ Mental Health

Success Measured By:

**6 Year Extended Graduation  
Rate for Students Identified  
with an Emotional Disability**

# Strategy

## **\*Continuous Improvement Planning\***

**(Already Required for School Accreditation)**



# Special Education Continuous Improvement Planning

- Each Public School Required to have a Goal Specific to this Effort in their CIP- before end of January, 2016
  - Developed by Special Education Unit using New Model, Fall of 2015

# Authority in Century Code

- ▶ 15.1-06-06- Schools- Approval of Public Schools
  - ▶ School participates in & meets requirements of review process approved by the Supt.
  - ▶ Focus on Student Achievement
- ▶ 15.1-02-11- Supt. of Public Instruction
  - ▶ ...rules governing the accreditation of schools. Must incorporate measures of student achievement & bear a direct relationship to improving student achievement.

# Special Ed. Planning Model

- ▶ **Process- Based on AdvancED  
Internal Review Process**
  - **Internal Review- Evaluate  
System Performance using  
Evaluative Criteria**
    - **Standards, Indicators,  
Performance Rubrics**



**Emphasis on Adjusting, Changing  
or Adding To**

**Evidence Based and  
Promising Practices that:**

- \*Keep Students in School\***
- \*Bring Students Back to School\***
- \*Assist Them to Earn a Diploma\***

# Alignment to AdvancED

- ▶ **Standard- Teaching and Assessing for Learning**
  - ▶ Indicator 3.3- Teachers Engage Students in Their Learning
  - ▶ Indicator 3.12- School Provides Unique Learning Supports
- ▶ **Standard- Resources and Support Systems**
  - ▶ Indicator 4.6- School Provides Support Services to Meet the Physical, Social and Emotional Needs of Students

# Special Ed. Planning Model

## ▶ Standard- **Instruction/Engagement**

### ▶ Indicators

- ▶ Teaching of **Self-Regulation Skills**
- ▶ Teaching of **Executive Function Skills**

## ▶ Standard- **Supports**

### ▶ Indicators

- ▶ Implement variety of **Academic Supports**
- ▶ Implement variety of **Behavioral Supports**
- ▶ Involve Parents, Students, Family, Community

# Initial Needs Assessment

## ▶ Elementary & Middle Schools

- ▶ Classroom teachers- Planning & Use of Multiple Means to Engage these Students (Survey)
- ▶ Indicator 1.1- Self-Regulation Skills included in IEPs (File Review)

## ▶ High Schools

- ▶ Indicator 2.2- Behavior Supports
  - ▶ Functional Behavior Assessment drives Behavioral Planning (File Review)
  - ▶ Inclusion of behavior, social/emotional measures in Early Warning Systems (Admin. Survey)

# Special Ed. Unit Sends Each School:

- Special Ed. Written Summary
- Organizational Goal- AdvancED format
  - ▶ Goal/Objective, Strategy, Activity
- Formative and Summative Information

# AdvancED External Reviews

- ▶ Before January 31, 2016
  - ▶ No Expectation of Goals
- ▶ After January 31, 2016
  - ▶ Expectation of Goals
- ▶ Next Accreditation Cycle
  - ▶ All Schools- Summary, Goals, Updates

# More Information

- ▶ Local Special Education Unit Director
- ▶ Planning Model, Process Guide, PowerPoints
  - ▶ NDDPI Website, Special Education Unit
- ▶ Gerry Teevens or Kevin McDonough, NDDPI Special Education Unit
  - ▶ 701-328-2277
  - ▶ [gteevens@nd.gov](mailto:gteevens@nd.gov)
  - ▶ [kcmcdonough@nd.gov](mailto:kcmcdonough@nd.gov)